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ABSTRACT

The status of institutional efforts to overcome physical barriers for the handicapped is reviewed in this bulletin, based on SREB-sponsored questionnaire responses of representatives from southern colleges and universities. Recommendations for planning new construction or modifying existing facilities are offered, with some emphasis on using handicapped students themselves as advisors. Attitudinal barriers are also discussed. Highlighted are significant facts about the disabled, an architectural checklist for accessibility, design for a campus map for handicapped students, a compilation of campus services for handicapped students, and institutional examples of responsibility and research. Consideration is also given to funding problems, idealistic versus functional accessibility, rehabilitation, and restoring rank and privileges to the handicapped. A 17-item bibliography is included. (LBH)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Program Accessibility for the Handicapped

Overcoming Barriers to Higher Education

For the handicapped, the choice of college is often dictated by the physical accessibility of the school rather than by its academic advantages.

"Imagine what it must be like to have the mental ability and the proper credentials to be accepted at one of the best schools in the country—and then to discover there is no way to even enter the buildings," suggests George M. McDevitt, dean of students at the University of Baltimore.

This particular frustration is only one of many encountered by the nation's handicapped students in the daily routine of academic living, a routine the non-disabled student performs almost perfunctorily.

"Obviously colleges have an obligation to do all they can to provide truly accessible facilities," says Dean McDevitt, whose university was cited two years ago by the Governor's Committee to Promote Employment of the Handicapped for "outstanding efforts, through its administration and student body, to create a barrier-free environment so that severely handicapped persons can avail themselves of educational opportunities."

Federal law now mandates that all campuses receiving government funds must eliminate, by the middle of 1980, those architectural barriers which prohibit program accessibility to the nation's nearly 68 million citizens suffering from limiting physical conditions.

All construction begun since June 3 of this year must be designed for such easy access, but what about older institutions, with antiquated bathrooms, no elevators, and obviously nothing but barriers for the handicapped? asks McDevitt.

Eliminating these obstacles poses a multitude of challenges: how and where to begin and from whom the money will come.

This fall SREB asked representatives of Southern colleges and universities about their efforts to promote accessibility, what difficulties they are confronting and how those problems are being solved.

Most of the institutions responding to the questionnaire reported at least some activity underway or soon to be started. Many have made notable progress, both in facility and program accessibility; others have made less headway.

The job of providing a barrier-free environment may seem overwhelming, especially when one defines what constitutes a handicapping condition: In the broadest sense, it is any condition—environmental, physical, emotional or attitudinal, or academic—that may prevent individuals from establishing and reaching intellectual or vocational goals.

As advice to those institutions just starting to make their campuses accessible, most officials familiar with the problem suggest a planning and self-evaluation committee as a first step.

The committee should include representatives from major campus administrative units, such as the admissions office, counseling service and housing office, as well as a campus architect, the dean of students and the director of the physical plant. Faculty and, most important, disabled students who are personally knowledgeable of campus barriers are also necessary participants in planning.

Many institutions surveyed by SREB reported using handicapped students as advisors to their committees. For example, East Tennessee State University has hired a disabled person to work with the campus environmentalists in developing a complete plan with priorities for recommendation to the president.

In some instances, it is the handicapped students who initiate plans for action. Such was the case at the University of Arkansas at Little Rock five years ago when a group of disabled students, assisted by the director of health services, drew up recommendations which have since been incorporated into the university program for accessibility.

And at the University of Florida whose 19th- and 20th-century architectural structures "represent the most obvious physical barriers," say administrators, a graduate student group spear-headed a university-wide drive to aid students with physical disabilities.

In the fall of 1972, these students presented university officials the results of a survey of 40 campus buildings, with recommendations not only for easier accessibility but also for organizing services to meet

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special needs of the handicapped.

Their presentation inspired the coordination of support services and, with the assistance of other university staff and students, "has brought about significant changes and programs to accommodate students with physical limitations," say the Florida school's officials.

Attitudinal Barriers

A tea held once each year at Georgia State University for faculty and handicapped students bridges many gaps between awareness and accommodation.

"I sometimes unwittingly lecture to the blackboard," admits a GSU professor. "Many teachers do. When I have someone in my class who is deaf and must read lips, I must work hard to change that habit. It's the little things we are able to do which can make a handicapped student's life so much easier."

Attitude and awareness are prominent components of successful planning, say experienced campus planners. To paraphrase a score or more of the survey respondents, experiencing one day in the life of a handicapped person may do more to initiate action than any other influence, be it federal prompting or good intentions.

"A whole world of problems, barriers and limitations becomes apparent when one borrows a wheelchair and accompanies a student through the campus," writes Dean McDevitt at Baltimore. "After such a trip, administrators may feel more frustrated than before."

Such a Barrier Awareness Day was set aside in Little Rock last October to help familiarize able-bodied people with the "architectural and attitudinal barriers faced by those confined to wheelchairs."

Among those voluntarily confined to a wheelchair were political, community and academic leaders such as Governor David Pryor, University of Arkansas President Charles E. Bishop, the state's attorney general and secretary of state, the mayor and the vice mayor of Little Rock, a county judge, and a highway commissioner.

"That was the beginning of what would turn out to be a totally emphathetic and an exasperatingly revealing experience," reports Ralph Patterson of the *Arkansas Gazette*, who was also a participant in the day's activities.

"I was particularly struck by the number and variety of purely physical barriers that the handicapped face every day. These range from curbs to stairways to door sills to phones that are too high to dial or deposit money in and water fountains that are too high to drink from.

"The physical barriers are frustrating enough, but there are also the paranoia- and insecurity-producing attitudinal barriers that one faces from a wheelchair.

"You find people staring at you. You quickly look at someone only to catch a glimpse of them averting their eyes. You find yourself apologizing for no reason other than being in the way."

At the end of the day, Patterson writes, one of the program sponsors who is permanently confined to a wheelchair inquired of the weary participants, "Have you ever been upstairs in a building and seen the sign that says, 'In Case of Fire, Use Stairs'?"

"Think about it," Patterson asks his readers.

Physical Barriers, Structural Aids . . .

The words "total accessibility" and "barrier-free" are disquieting ones to those administrators of institutions with not-so-modern buildings and facilities. They evoke, perhaps, images of complete renovation or the eventual demolition of those particularly inaccessible buildings or the building of new ones—all at uncalculable cost in an era of scarce resources for higher education.

"The notion that these institutions must eliminate all architectural barriers in three years has gained widespread belief," says David S. Tatel, director of the HEW Office for Civil Rights. "The regulations do not require the elimination of all architectural barriers. . . .

"The object is to make the programs of an institution accessible, not every classroom or dormitory room.

"It has been difficult to get attention focused on program accessibility because some people seem to skim over the regulations and explanatory materials and start fretting about the widening of thousands of doors or installations of high and low water fountains in every facility at every conceivable point.

"A result of the misunderstanding is a rising exaggeration of the potential costs of making programs accessible," says Tatel in a statement published last July.

Regardless of how you look at the

Facts About the Disabled

— 11.7 million physically disabled (including half a million people in wheelchairs; three million who use crutches, canes, braces or walkers; plus mobility-impaired elderly, amputees and those people with illnesses such as chronic arthritis, severe cardiovascular disorders and cerebral palsy).

— 12.5 million temporarily injured each year (broken limb, injury to back or spine, severe burns).

— 2.4 million deaf.

— 11 million hearing impaired.

— 1.3 million blind.

— 8.2 million visually impaired.

— 6.8 million mentally disabled (retarded, severely emotionally disturbed, brain damaged, severely learning disabled).

— 1.7 million homebound (chronic health disorders, wasting diseases such as multiple sclerosis).

— 2.1 million institutionalized (mentally disturbed, mentally retarded, terminal illness).

Compiled in 1975 by the National Arts and the Handicapped Information Service from sources such as the U.S. Census and National Center for Health Statistics.

situation, says one university president, barrier elimination is going to involve some physical changes to make every program accessible, and it may be no small undertaking.

The University of North Carolina at Chapel Hill, for example, has a problem common to the mountainous areas of the South:

"The University is working on a program to attract more handicapped students," says graduate student Duane Anderson who is also coordinator for disabled UNC-CH students. "But it's difficult to bring such an individual to a campus where he not only has to worry about getting to class on time, but also he has to go over two mountains and three valleys to get there."

Such barriers will be difficult to overcome. But school officials say they plan to ease them.

Guidelines for correcting architectural barriers to the handicapped are included in a section of the North Carolina State Building Code and are followed closely by Al Peloquin, architect and planner in the University Office of Facilities Planning.

Peloquin has been occupied primarily with renovating many of the University's older buildings—widening doors, building ramps, altering restrooms, lowering door knobs and elevator buttons, and "seeing that often overlooked, frustrating barriers, such as shag rugs or revolving doors, are removed."

These obstacles were among the easiest to change and most often confronted by the students. Now, says Peloquin, he is looking for the "more difficult cases and is open to suggestions" from those who encounter the architectural barriers themselves—the handicapped.

Some postsecondary institutions are located in states with no building code aimed specifically at eliminating such barriers. There are, however, other sources which present architectural criteria for realistic accessibility, as well as information on providing for the diversity of physical handicaps. Several are listed in this edition's "For Further Reading" column.

And, sponsored by the National Center for a Barrier Free Environment in Washington, D.C. and the Association of Physical Plant Administrators of Universities and Colleges, a series of workshops on remodeling campus facilities for accessibility of handicapped students was held this fall in various parts of the country.

Meanwhile, state and local voluntary agencies and advocacy groups are additional sources of advice and assistance.

Those institutions which have already made some headway at compliance are other logical and excellent sources of information.

For instance, those postsecondary schools seeking help might look to Georgia State University and the University of Kentucky at Lexington. At Georgia State initial attempts at barrier removal began several years ago in a small, rather fragmented kind of way, with no specifically designated funds, and the campus now is substantially more accessible.

The University of Kentucky at Lexington, whose handicapped student population numbers more than all Kentucky state institutions combined, also has made great strides toward total access.

. . . and Improvisation

A little imagination can go a long way, believe campus officials whose emphasis on non-structural innovations has eliminated many physical barriers as well as some financial worries.

One technique common throughout the South is the relocation of courses in which the handicapped are enrolled to those rooms or buildings which are more easily entered. Another is the use of aides in those libraries which have books on the upper floors but no access by elevator.

"Our older buildings will probably never be brought up to code," remarks Dave Lee, director of facilities management at the University of Louisville. "Some buildings have no place to install elevators. It probably will be necessary to remove all classrooms from these buildings which cannot be barrier-free."

When it comes to adapting existing facilities, writes Dean McDevitt at Baltimore, "college administrators should ask a handicapped student for advice."

However, if they have started listing some of the things they have learned from these students and personally observed, "they will realize that their own maintenance crews can correct 80 percent of the problems at minimal cost."

The Quest for Funding

A recent report by a private, nonprofit organization points out that after surveying 34 facilities undergoing construction for accessibility, the cost totaled one cent per square foot. "These same facilities," Mainstream, Inc. estimates, "spend 13 cents a square foot to clean and polish their floors."

Adds David Tatel, "When institutions begin actual development of the transition plan to assure program accessibility, they will in all likelihood discover the requirements on them to be less burdensome than they have anticipated."

But according to another estimate reported in *The Wall Street Journal*, "Structural changes alone . . . will cost $1 billion to $1.8 billion, nearly as much as the $2.4 billion received in contributions from alumni and other sources each year. Add to that the special services, such as inter-

Architectural Checklist for Accessibility

Doors	Physical education facilities
Stairways	Libraries
Elevators	Drinking fountains
Parking	Light switches
Walkways and curbs	Electric outlets
Ramps	Room identification
Dormitories	Telephones
Sanitary facilities	Vending machines
Dining areas	Braille markers
Lecture halls	Fire alarm lights
Spectator spaces	

A more detailed checklist and guide for campus construction and modification is available by writing the President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

preters for the deaf and translators of textbooks into braille for the blind."

Harry Sharp, University of Houston vice chancellor for student life, puts the price even higher: about $6 billion for the numerous physical changes at postsecondary campuses.

Whatever the estimates, substantial or not, from where will the funding come?

During the past several recessionary years, there was a curtailment of educational spending for even routine building maintenance, faculty salaries and new programs of any kind. Only this year was there some easing of state allocations to regional colleges and universities. But there are no predictions that the states' economies will rise sufficiently during the next three years to accommodate the total cost of accessibility.

Most representatives of Southern higher education can't predict where the funds will emanate. "Our big problem is the same as everyone else's," reads one survey reply, "and that is the vagueness and unpredictability of outside funding sources."

Some are waiting for federal involvement, while some assume state aid will be the answer. Still other campuses intend to get the job done now, and are re-ordering their priorities and are using departmental, maintenance or program funding.

"We 'begged, borrowed and . . .' whatever monies we could find in our budgets," says one regional university vice president. "We spoke before veterans' associations and other groups and received several thousands of dollars from them."

As another example, Virginia's Washington and Lee University is using income from an endowment.

Although Southern institutions report an average of one-half to one percent disabled students, St. Andrew's Presbyterian College in North Carolina has developed a special program for the handicapped. Consequently, 7.1 percent of its 544 enrolled students are disabled, and St. Andrew's has launched a $2 million fund drive to continue those services specifically provided for the handicapped.

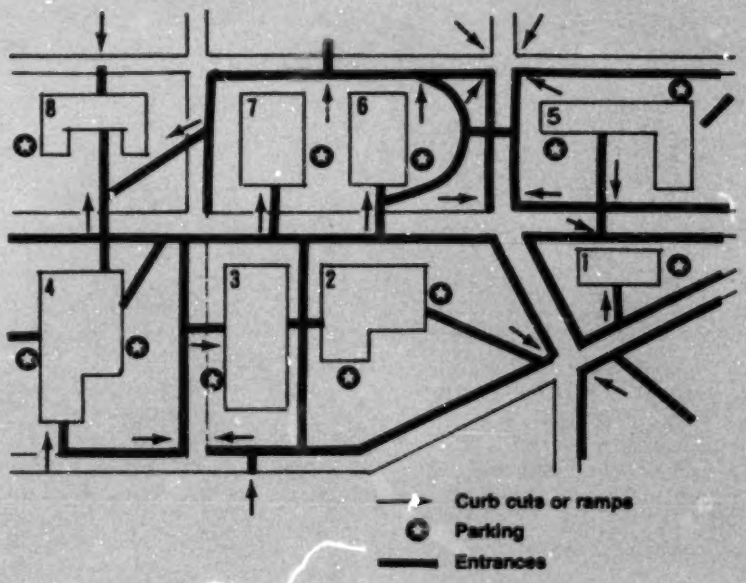
Other schools are seeking grants from rehabilitation commissions, state vocational agencies and any other organization that will listen.

The University of Texas at Austin seems better prepared than most to meet the stiff financial requirements that accessibility imposes. Since the 1969-70 academic year, specific appropriations have been placed in the University's budget to remove architectural barriers on campus. To date, $65,000 has been appropriated, and another $33,000 was included in the 1977-78 budget.

"Costs will be substantial to implement all the regulations within the three-year time period," Dr. Ronald M. Brown, vice president for administration, observed. "In addition to the financial toll of removing structural barriers, special equipment may have to be purchased and special aides hired."

Throughout the rest of the region, though, state monies have yet to be assigned for postsecondary accessi-

Campus Map for Handicapped Students



bility, as most legislatures had already adjourned by late spring when the HEW regulations were issued. The measure will undoubtedly draw attention in the upcoming legislative sessions.

There is talk of "one-time" congressional appropriations for campus building, and according to Margie Sloan in the Atlanta division of HEW, federal funding is possible.

There is a small amount of funding available for services, activities and resources to assist handicapped persons under the Regional Education Program, a part of the 1974 Education of the Handicapped Amendments. Thirteen projects were funded last year, and HEW officials hope to make new awards in fiscal 1978.

Federal publications that may help those institutions seeking aid are also included in "For Further Reading."

Idealistic vs. Functional Accessibility

"We feel the key thing is program accessibility—not just modifying physical facilities," believes Dr. Jay Barton, provost for academic affairs at West Virginia University, who appointed an 18-member university committee to help determine the program needs of the 300 handicapped on campus as well as to resolve the problems which occurred in accommodating these students.

Adds committee chairman Philip Comer, "On an individual basis, almost any building on campus can be made accessible with a little ingenuity and faculty cooperation. If the student qualifies for a program, we find a way for him to attend class.

"We have three years to work on the entire campus and devise ways to make programs one hundred percent accessible," he says. But "that doesn't mean all our facilities will be accessible.

"Physical accessibility probably won't be enough. We may need hardware for deaf and blind individuals, recorders, braille texts, people to serve as attendants and interpreters."

Such hardware and special services are not only complementary to program accessibility, they are necessary tools for successful academic adjustment by the handicapped.

And although regulations state that pre-admission inquiries of disability by colleges and universities are prohibited, many campuses report the handicapped applicants are volunteering that information about themselves so that their special needs may be determined beforehand and accommodated.

Since 1975 the WVU student counseling service has published the types of general and special services available to handicapped students. Other institutions that reported printing similar student handbook supplements include the University of Baltimore, the University of Florida, Georgia State University, the University of South Carolina and San Antonio Junior College in Texas

Programs and services aiding dis-

Campus Services for Handicapped Students

Compiled from institutions responding to the SREB survey, the list below denotes a wide range of special services available to the handicapped in many of the region's colleges and universities.

Programs and Services

- Pre-admission counseling and testing
- Special orientation
- Priority registration
- Counseling—personal, academic, vocational, paramedical
- Special medical services
- Adapted physical education and sports programs
- Referral services to direct handicapped to agencies and organizations that might benefit them
- Veterans' affairs center and vocational rehabilitation center
- Job placement office
- Rehabilitation counseling

Aids and Assistance

- Tutors, interpreters, readers
- Student aides and assistants
- Special parking and elevator keys
- Special housing accommodations
- Mobility assistance and special buses
- Financial aids, counseling or referral
- Textbooks on audio tape and in braille
- Radio reading service for the visually impaired
- Overnight storage and re-charging of electric wheelchair batteries
- Handbooks of campus services for the handicapped (also in braille)
- Campus maps (also in braille) for those in wheelchairs, denoting distance and locations, inclines and declines, curb cuts and stairs, brick sidewalks and gravel walkways

Training and Instruction

- Library learning centers for the blind and deaf
- Speech and hearing clinics
- Occupational therapy
- Physical therapy
- Professorial instruction for the deaf and blind
- Developmental programs in English, math, reading, counseling
- Center for the developmentally disabled, training people working with the handicapped
- Pre-college program for the blind
- Pre-college engineering program for students with hearing handicaps
- Correspondence courses
- Educational television or videotaped courses
- Continuing education programs for the mentally retarded
- Training program for volunteers working with the mentally impaired
- Course in alcohol/drug abuse rehabilitation
- American Sign Language courses

Responsibility and Research

☐ At West Virginia University, Robert Stilwell, professor emeritus of foreign languages, instructs the blind in the use of the Optacon, an electronic instrument that permits blind persons to read regular books by converting visual images of letters into tactile images.

Other WVU faculty have devised special instruments to assist the handicapped in academic work: Bo the Blinking Dog to help children with hearing impairments, a braille scientific calculator and an electromechanical braille verifier for the blind.

Still another WVU professor, James Kitsch, has developed MOUTH, an acronym for Modular Output Unit for Talking to Humans, designed to help those blind persons who want to pursue a career in computer sciences. The unit substitutes verbal responses for computer printouts.

☐ At the University of Louisville, Emerson Foulke, professor of psychology and director of the Perceptual Alternatives Laboratory, is conducting research to help the visually handicapped.

Dr. Foulke has developed a "talking dictionary," which is a dictionary with indexing systems allowing those to find what they want at the press of a button—"making study for the blind student as easy as for the sighted person," the professor feels.

Equipment that can play tapes at varied speeds is another one of Dr. Foulke's current experiments. With proper training, blind people can be taught to understand and retain spoken information more quickly, and also each would be able to work at the speed most comfortable to the individual.

Playing tapes at various speeds enables self-paced study at U. of Louisville

☐ Howard Community College in Maryland is in its final stages of study of postsecondary education for the deaf. The project aims to develop and possibly implement a model services program for potential community college deaf students.

Another Howard project is the continued training of handicapped volunteer persons to counsel others suffering similar physical losses. Further, the project promotes community awareness of the problems faced by the handicapped and production of a handbook for families of recently handicapped persons.

☐ Last fall Marshall University in West Virginia joined the state division of vocational rehabilitation in a three-year pilot project to improve services and provide better educational opportunities to handicapped students from throughout the state.

During the three-year period, the agency expects to provide casework services directly to 275 handicapped students and to assist others indirectly. The project will include all types of disabling conditions and clients will be offered the full range of vocational rehabilitation services.

☐ A National Media Materials Center for the Severely Handicapped was established this fall at George Peabody College for Teachers in Nashville under an HEW contract.

The only one of its kind in the country, the center will assess existing instructional materials for severely handicapped people as well as develop and adapt materials to meet currently unmet needs.

Handicapping conditions to be included in the center's study are mental retardation, speech impairment, visual handicaps, emotional disturbance, physical handicaps and multiple handicapping conditions.

☐ Emory University's new Center for Rehabilitation Medicine has already been honored by the President's Committee on Employment of the Handicapped for its barrier-free design.

abled students vary considerably in size and scope among Southern campuses (see chart).

Among the first in the nation to provide courses for homebound students, Wilkes Community College in North Carolina has a program where homebound students learn by telephone and home visits.

Virginia Community College in Richmond has four full-scale programs for the handicapped. Its center for the deaf, begun in 1966, was the first in a community college setting in the United States.

VCC also offers two continuing education programs for the mentally retarded plus one program to train volunteers to work with the mentally impaired. Among courses at the college serving the disabled are one in American Sign Language and another in alcohol/drug abuse rehabilitation.

INROADS at St. Phillip's College in Texas was funded through the Texas Rehabilitation Program as a three-year pilot project to help handicapped students achieve success in college. Some of the services provided include readers for the blind, mobility assistants for wheelchair students and interpreters of manual sign language. St. Phillip's also provides audio and visual aids, tutors, special instructors and counseling through the program.

Another Texas Rehabilitation grant has helped organize P.E.O.P.L.E. at San Antonio College. Centralized support services for the blind include special reading classes, braille instruction as well as braille tests and handout material; for those with hearing impairments, tutors, interpreters, counselors and special classes are available through the program. Special physical education courses and a van equipped with an hydraulic lift are available to the wheelchair bound.

Rehabilitation

In addition to faculty and academic research teams, key figures in postsecondary rehabilitation and special services to the handicapped are state vocational rehabilitation counselors.

Many of these vocational rehabilitation workers have offices located

on or near campuses. They act as counselor-brokers for the disabled, tapping a vast array of services and special programs which would benefit the handicapped person in terms of his educational progress or future employment.

"Everyone is handicapped in some way. It's just a matter of degree," says a beneficiary of one regional state's rehabilitation program. "Most obviously handicapped people are very capable in many areas that have nothing to do with their handicap. They can be very productive if society will just let them. They don't want a handout, just a hand up."

Restoring Rank and Privileges

The numbers of the handicapped are growing dramatically. In fact, the National Center for Health Statistics indicates that there are 18 to 20 million people with a physical handicap requiring specially constructed architecture.

Approximately 64 percent of those particularly handicapped persons are unemployed. "As a consequence of a physical handicap, more and more of these individuals are turning to higher education to expand their mental capabilities" according to a study by Stephen Colter and Alfred DeGraff.

Concerning employment, there are two problems that are particularly unique to the handicapped, says one vocational rehabilitation counselor.

The first is their fear of failure because of their physical limitations; the second is knowledge that many employers place great emphasis on physical "wholeness" to do a job well.

"Education is what it is all about," says Robert Sakate. "Education for the disabled person and education for the employer.

"A disabled person," explains Dr. Sakata, who is director of the UNC-CH School of Medicine's rehabilitation counseling program, "has to have an edge if he or she is going to be hired in a competitive labor market."

"But a lot of employers are looking for people that present no personal problems," adds Nelson Parker of the North Carolina Division of Vocational Rehabilitation. "Handicapped people are seen as presenting complications that will clutter the work setting."

"When you work with a handicapped person, you've got to think

of his abilities more than his disabilities," writes Dr. Howard A. Rusk, professor and chairman of the Department of Rehabilitation and Physical Medicine, New York University College of Medicine.

"Though we place great emphasis on physical fitness, we too frequently fail to answer the question, 'Physically fit for what?'" asks Dr. Rusk. "The worker who, despite his disabilities, still has the physical capabilities for the job in question must be considered physically fit as far as the job is concerned."

And few jobs do require all the physical abilities of a person. Most of the handicapped have far more ability than disability. "When such workers are placed according to their abilities in jobs making no physical demands they cannot meet," says one authority in the field of selective placement, "the disability will disappear as a job handicap."

According to James H. Sears, coordinator of industry education activities for E.I. duPont De Nemours and Company, "the company's research ... has convinced the country's largest chemical firm that the handicapped are both a safe and good bet for any employer."

Every one of the reasons for not considering the handicapped "is not only a myth but has been proven through experience to hold no semblance of fact whatsoever," the duPont executive states.

Sears has statistical evidence to prove it.

Examining the job performance, safety record and attendance of 1,452 company employees "whose physical condition might prevent them from doing what non-impaired workers can do," the duPont survey revealed the following:

— Insurance - No increase in compensation costs and no long-time injuries

— Physical Adjustments - Minimal with most requiring no special work arrangements

— Safety - 96 percent rated average or better on and off the job with more than half above average

— Special Privileges - Disabled want to be treated as a normal employee

— Job Performance - 91 percent rated average or better

— Job Stability - 93 percent rated average or better

— Attendance - 79 percent rated average or better

Speaking before the White House Conference on Handicapped Individuals last May, HEW Secretary Joseph A. Califano, Jr., concluded: "It is up to all of us to work to change this society—designed by the able-bodied, primarily for the able-bodied—into a society that encourages and supports satisfying life styles for people with disabilities."

The SREB survey shows such determination among the region's colleges and universities. "Whether or not handicapped students will come in greater numbers is a question we cannot answer," writes Henry A. Newman, director of public relations, University of North Florida in Jacksonville. "We will, however, continue to make the University and its programs accessible as required by law and common decency."

For Further Reading

The following publications have been categorized according to specific areas of academic accessibility for the handicapped.

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